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ABSTRACT

The publication of "The Bell Curve" by R. Herrnstein and C. Murray enraged many with its contention that black children are genetically less able to learn because of their race and its suggestions that some groups may be less worthy of the expenditure of attention and resources because of a reduced capacity for education. This collection presents 29 essays criticizing "The Bell Curve." Contributors are a variety of educators and social theorists, and their essays are grouped into the following sections: (1) "Introducing 'The Bell Curve'"; (2) "Situating 'The Bell Curve'"; (3) "Responding to 'The Bell Curve': Chapter by Chapter"; and (4) "Talking about 'The Bell Curve'." Biographical sketches of the contributors are presented. Each chapter contains references. (SLD)

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